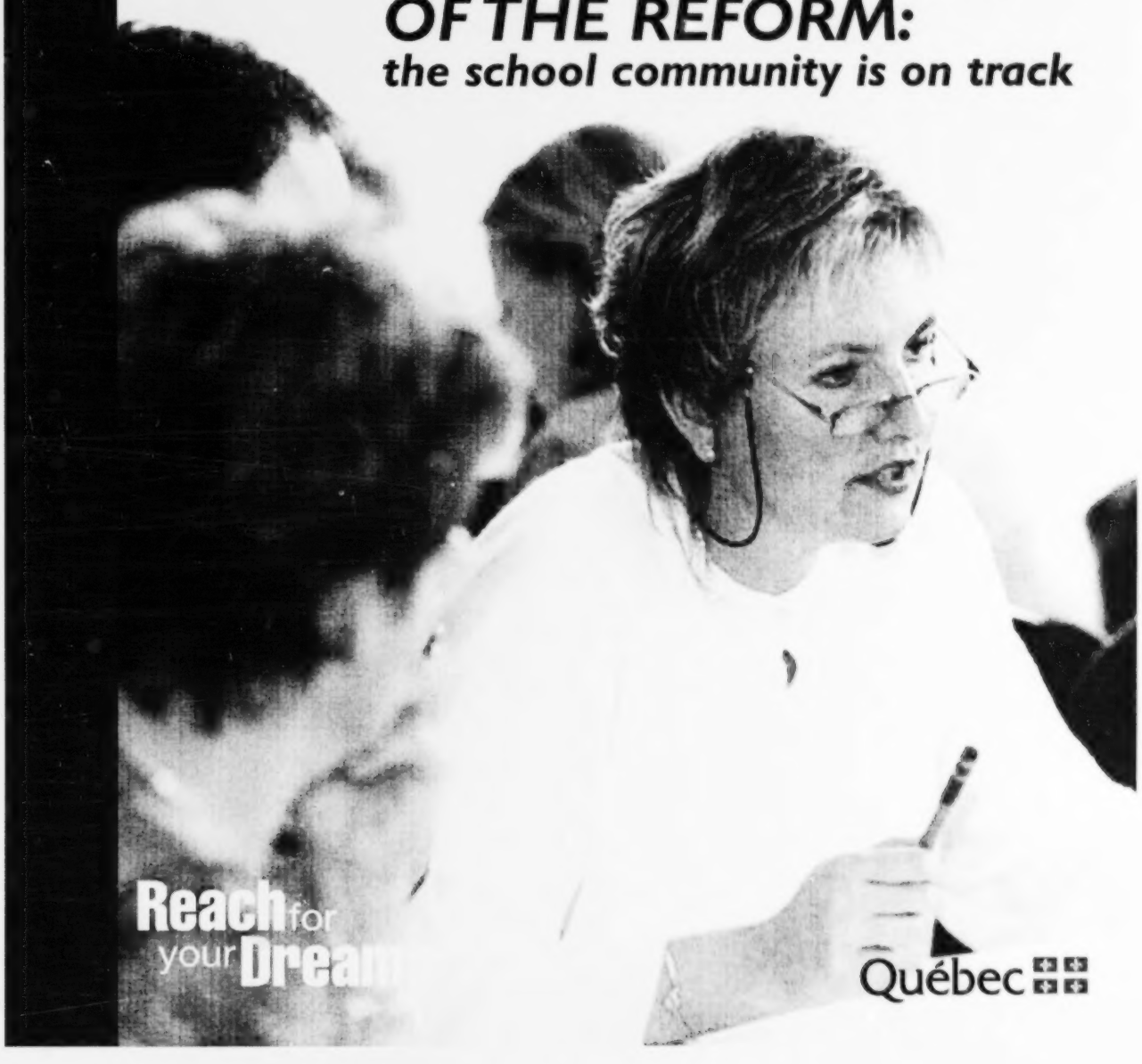
VOL. 4, NO. 4—APRIL 2004

SCHOOLSCAPES

WORKING TOGETHER
TO INSTRUCT, SOCIALIZE AND PROVIDE QUALIFICATIONS

TAKING OWNERSHIP OF THE REFORM:
the school community is on track



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COVER PAGE
Diane L'Écuyer,
French education consultant,
Commission scolaire des Trois-Lacs

By Francine Payette

While preschool and elementary levels are now expetiencing the new curriculum, the Ministère de l'Éducation has just published the Québec Education Program for Secondary Cycle One and work teams are busy developing the program for Secondary Cycle Two. The collective effort to implement this reform is huge, as we focus on giving young people the tools they need to continue learning throughout their lives. This emphasis on lifelong learning must guide our own actions as well. If there is one group of professionals in our society for whom continuous professional development is essential, it is no doubt teachers: not only must they master their areas of expertise, but they must be able to recognize the needs of their students, understand their cognitive processes, and design stimulating and complex learning situations.

Professional development involves learning to reflect on one's actions. The process for developing the QEP testifies to the importance given to reflection by practitioners, who work with young people on a daily basis, witnessing the large diversity of needs and interests. Hundreds of people in the education community have participated in the program and policy development committees. Now, the process of implementing the QEP in schools mirrors the process that produced it: the emphasis is on reflection, diversification of projects and initiatives, and differentiation in work methods and approaches. Fundamentally, education is a process of interaction between different people, and should not be systemized or subject to a single model. In this issue, *Schoolscapes* highlights some of the measures that reflect the spirit of continuous professional development and are adapted to the needs of each school.

The rigorous demands and richness of this curriculum call for a high level of professional competency. Increasingly, teachers must exercise this professional competency as they take on the role of resource persons who guide students' paths and create dynamic relationships, both among groups of students and with their colleagues and cycle team. Once in the schools, teachers require the kind of support and guidance that encourages them to continually reflect on their pedagogical practices and examine issues raised by local realities.

Schoolscapes serves as a reflection of work being carried out in the education community to support implementation of the reform.

Enjoy your reading!

THE ALPHABET ADVENTURE GALLERY
page 6

IMPLEMENTATION DESIGN COMMITTEE LEAD & PILOT SCHOOLS CONFERENCE page 8

By Francine Payette (translation)

Resource People Share Experiences in their Schools

The DGFJ also offers sessions on specific school subjects. These sessions are intended for resource persons in school boards and private school associations in order to help them plan and lead their own professional development workshops on specific subjects in the QEP. The Direction de l'évaluation provides professional development sessions on evaluation.

The RÉCIT (réseau pour le développement des compétences par l'intégration des technologies) also plays a dynamic role in teachers' ongoing professional development. Composed of resource persons in the school boards, this network facilitates curriculum implementation by providing guidance for local projects in schools. Provincial RÉCIT teams support projects connected to the subject areas. In the English sector, RÉCIT's local and provincial anglophone chapters merged with the Québec English Schools Network to form the QESN-RÉCIT.

Of course, it is up to school boards and school associations to develop local professional development plans to enable all these resources to truly support the people who work directly with students. School boards can maximize the role of these resources by working with their regional office or, in the English sector, with the Services à la communauté anglophone (SCA) and the Implementation Design Committee (IDC). (See page 12 for an overview of resources available to the English-language sector.)

Participants in all these professional development activities become invaluable resource people, as they in turn provide support and guidance to their colleagues in their respective schools and boards.

A meeting of the minds

By Pascale Sauvé (translation)

The November 2003 training session gave participants an opportunity to explore the concept of interdisciplinarity.

But how can the individual subjects lead to cross-curricular learning and knowledge building? What exactly is interdisciplinarity? The guest speaker, Yves Lenoir, shed some light on the matter by clarifying some of these concepts and presenting the underlying principles and conditions for ensuring interdisciplinarity.

He maintains that interdisciplinarity is directly linked to the competency-based approach, and therefore becomes a key issue in reform implementation. "There are at least five conditions for ensuring the implementation of a competency-based approach within the current reform: anchoring learning in real-life situations, developing cross-curricular competencies, fostering learning processes that integrate knowledge, adopting a constructivist perspective and ensuring interdisciplinarity."

Lenoir's presentation focused on this last point, which ties into the theme of the training session. He explained some of the concepts and then presented some of the elements that promote interdisciplinarity. But how does this translate into practice? Lenoir suggested some principles and methods for implementing an interdisciplinary approach, before discussing what teachers can do in their classrooms.

October 1999	The reform and the *Québec Education Program*
October 1999	Conference on media education
February 2000	Socioconstructivism and competency development
May 2000	The logic behind competencies
November 2000	Regulation of learning
March 2001	The shift from an administrative paradigm to a learning paradigm
May 2001	Evaluation: avoiding pitfalls
December 2001	Providing guidance to teachers
March 2002	Providing guidance for the evaluation of learning
Mai 2002	Development of competencies for providing guidance
November 2002	Providing guidance and the aims of the *Québec Education Program*: taking affective and cognitive dimensions into account
March 2003	Providing guidance and the subject areas of the *Québec Education Program*: culture in school
November 2003	Interdisciplinarity
March 2004	Evaluation: support for learning

Participants continued to study the issue in the afternoon, in a workshop that enabled them to identify specific, convergent and complementary elements in the various subjects. The second day kicked off with the presentation of eight school projects featuring the work of elementary and secondary school students. The projects were selected for the degree to which they integrated several subjects. Back in their work groups, participants examined the processes that the teachers used in these different projects and the pedagogical actions that fostered the integration of student learning, in order to identify ways in which an interdisciplinary approach can be put into practice in the classroom.

The last workshop enabled participants to identify guidance and support strategies and to review the two-day meeting. "The purpose of these sessions is to create a pool of resource persons who undergo continuous professional development in our elementary and secondary education community," Bisaillon reminded participants. Delegated by their school board or association, the education professionals who attend these training sessions have a mandate to network in their region and to help their colleagues implement the QEP.

By Jean-François Giguère (translation)

Interdisciplinarity

When discussing interdisciplinarity, we generally think of an activity that a teacher carries out in collaboration with another teacher—for example, a project combining science and history, or an activity that draws on visual arts and French. Lenoir takes us a step further. He notes that interdisciplinarity can exist within programs of study (curricular interdisciplinarity), that it can be planned and designed by teachers (didactical interdisciplinarity), and that it can be put into practice in the classroom (pedagogical interdisciplinarity). He also reminds us that interdisciplinarity is an approach. Its goal is to transform the student, who takes control of his or her learning processes and stores elements of knowledge by making connections between them. In the end, by fostering interdisciplinarity, we hope that students will be able to make connections among ideas, rather than simply store disparate bits of information. We are striving to achieve a well-organized brain that can call up and apply concepts and processes as needed to solve real-life problems.

ves Lenoir has been working in education for more than 40 years, both nationally and internationally. A professor in the Faculty of Education at Université de Sherbrooke, he chairs the Centre de recherche sur l'intervention éducative (CRIE). He is president of the World Association for Educational Research and is a member of the Canadian Commission for UNESCO and of the Canadian Bureau for International Education. Lenoir is also active at the international level, belonging to several international research networks and scientific committees.

Lenoir's activities have taken him around the world and led him to the following conclusion: the western world as a whole is going through a period of education reform. From country to country, the same concepts are being implemented. "Obviously, each country has its own interpretation, its own way of managing these concepts and structuring them to create a reform that will fit the reality of that country," he notes. "But interdisciplinarity is an issue that emerges again and again in the various reforms of the western world."

You can access the full text of Lenoir's presentation (in French) by visiting the following Web site: <www.meq.gouv.qc.ca/virage>

The Alphabet Adventure

By Christiane Dufour

Alphabet Adventure Gallery/L'aventure de l'alphabet is a telecollaboration in which many classes contribute to the creation of a multimedia Alphabet Book—an online book of pictures and sounds. It invites teachers to implement a project-based approach in their class and helps them implement technology as an activity centre comparable to a block or science centre.

Although the kindergarten program does not explicitly refer to the competency, "*To use information and communication technology*," technology can help create a rich and stimulating environment in which children interact with each other, communicate using the resources of language and learn to complete a task or a project. The project draws on knowledge, attitudes and abilities associated with several competencies.

Teachers who enrol their class receive support from the coordinator, who answers their questions and guides them through the project through regular e-mail exchanges. As well, the project Web site offers a wealth of information, resources and ideas. Teachers can also count on their school board RÉCIT resource person to guide and accompany them locally.

One teacher's experience

Suzanne Gionet is a French immersion Kindergarten teacher at Pierre Elliott Trudeau School in Vaudreuil. The alphabet is a yearly theme in her class. "The children explore all kinds of alphabet books. We make letters in all sorts of media: playdough, paint, lego, construction paper. The children are very creative. The theme permeates many activities quite spontaneously. We sing alphabet songs and learn alphabet rhymes."

"When the time comes to begin the Alphabet Adventure project," she continued, "they use the computer to explore the electronic alphabet books created in previous years. They critique the drawings and the recordings to help them set their personal goals. Eventually, each child chooses a favourite word to draw. They decide if they need resources to help them draw and write, such as books or words on the wall. They make several drafts until they feel they have achieved the goals they have set out for themselves. Then they scan their picture. When the time comes to record their voice, they apply this same idea of rough draft to the sound recording. They record their voice on the computer several times to choose the best recording."

An exciting part is putting their work on the Web site. A simple interface lets the teacher (with or without the students) upload images and sounds into their class Alphabet page. The result can be viewed immediately. "After all the effort they put into their work, seeing their smiles of pride is the icing on the cake for me. And when they show their work to their parents, they can explain exactly what they did. They know what they learned because we did a lot of talking and reflecting all along."

Visit the project Web site at <www.qesnrecit.qc.ca/cc/aag>

Kinderhome/Maternelles is a bilingual Web site for the Québec Kindergarten community. It supports the implementation of the QEP by disseminating information and resources and is a source of projects and inspiring ideas. <www.qesnrecit.qc.ca/kinder>

By Christiane Dubois

Included in the Québec Education Program is a little 17-page jewel that explains what is special about Kindergarten education. It is unique because it focuses first and foremost on the development of the whole child, on the development of his competencies rather than on knowledge acquisition. It is anchored in play and in spontaneous activities which make learning and doing the flip sides of the same coin.

Specific needs of the Kindergarten teacher

When the new elementary education program was implemented, for practical reasons, Kindergarten teachers were often included in elementary training sessions which did not address the specific mandate and content of the Kindergarten curriculum. This left Kindergarten teachers wondering if their teaching practices were to mirror those of the other cycles.

To answer the specific needs of the Kindergarten teacher, the DGFJ, in conjunction with the Implementation Design Committee, is now offering a series of 2-day training seminars in Aylmer, Montreal and Québec City.

The heart of these seminars rests on understanding the Kindergarten mandate: to serve as a rite of passage that gives all children a liking for school, to foster children's overall development by motivating them to exploit their full potential, and to lay the social and cognitive groundwork that will prepare children for their future schooling and enable them to continue to learn throughout their lives.

Christiane Bourdages-Simpson, an experienced Kindergarten practitioner and member of the program writing team, takes the teachers through a reflection process that leads them to look at and question their practice in the light of this mandate. The question addressed is: "How can this mandate translate into my practice?" The workshops are designed to address the teaching practices that best permit the development of competencies.

Every workshop is different, based on teachers' expressed needs. And in every one, teachers learn to use their newfound understanding to reflect on their practice and answer the fundamental question: "Is the child really at the centre of my thinking and my actions?"

Adjusting the Sails

"The winds will blow—it's how you adjust the sails that matters." With this saying, Elizabeth Therrien-Scanlan, chair of the lead and pilot school subcommittee of the Implementation Design Committee (IDC), welcomed participants to the Lead and Pilot Schools Conference on December 4, 2003, in Montréal. "The people in this room have experienced the winds of change," she said, "but they have to continually adjust the sails to make education an enjoyable and successful experience for all young people in Québec."

About 100 educators and administrators attended, representing all public English school boards, the Quebec Association of Independent Schools, the Association of Jewish Day Schools and the MEQ. More specifically, there were school teams from six pilot schools and twenty lead schools (elementary and secondary).

This was the IDC's third Lead & Pilot Schools conference, organized to give school teams an opportunity to network and share their experiences, successes and challenges. One will recall that a number of pilot schools were originally selected to help field test and validate the education reform; in the English sector, lead schools also emerged, supported by their school boards and associations, to focus on specific aspects of the reform and to act as resources to the larger school community.

Focusing on assessment, the day comprised three main activities: a one-hour workshop on the new evaluation policy; a presentation by teachers from Lindsay Place High School on how they have implemented several cross-curricular projects; and a presentation by Pierre Elliott Trudeau Elementary School on its journey into school-wide portfolios, student-led conferencing and electronic report cards.

By Eve Krakow

Workshop by Laurent Trudel

hink of something you're really good at.

Then consider: what makes you say this is something you're good at? How can you tell? Write down everything that comes to mind. Now, discuss it with a friend or colleague. Are there other criteria you overlooked or perhaps took for granted? Finally, take a sheet of paper and divide it into four sections. In section one, write a short description of a person who would not yet be very good at the thing you've just been exploring. In the other sections, describe a person who would be good at it, very good at it, and excellent at it. Congratulations! You have just explored developing a rubric for assessing a competency.

These were the first few activities of a workshop given by Laurent Trudel, from the MEQ's Services à la communauté anglophone. Trudel modelled the principles of the QEP to get participants to explore the notions of competency and assessment. The first activity allowed participants to use their own experience to better understand the nature of a competency. In the second activity, by reflecting and sharing with their peers to challenge and enrich their own perceptions, participants experienced a socio-constructivist approach to learning.

The second activity also raised several questions: for example, does developing indicators and criteria belong only to the teacher-facilitator; or can the learner also participate? The appropriate strategy would likely depend on the situation.

For the last activity, participants were presented with a test. First, they had to decide whether they would complete the test alone or with a peer. Trudel noted that in a classroom, some students would likely choose the latter out of a feeling of obligation. "Kids learn very quickly what teachers expect and behave accordingly."

It was a multiple-choice test, asking what was most important in each of the previous exercises. However, in most cases, there appeared to be more than one right answer. "Some of you may have found the test destabilizing," Trudel said afterward. "We have a tendency to fall back on the 'what is the right answer' paradigm. Constructing new knowledge is sometimes achieved through cognitive dissonance, but this is not a comfortable place to be—especially for kids who are building their self-esteem." This means the teacher has to make learners aware of this process—otherwise they will simply feel they are "no good."

New Paradigm

Trudel highlighted some key aspects of the new policy on evaluation, in particular, the shift from evaluation *of* learning to evaluation *for* learning.

From the moment teachers enter their classroom, they are constantly making observations on their students' behaviour, performance and progress. "The new policy is suggesting that these kinds of observations are as valuable, if not more valuable, than pencil and paper tests." Informal evaluation methods allow teachers to adjust their strategies to better support the learner.

The evaluation process as described in the new policy consists of the same four stages as previously. Trudel noted: planning (intent), information gathering and interpretation (measure), judgment and the decision. "However, the judgment stage contains one new, marvellous aspect: teachers work in teams, with their colleagues, to evaluate the student. In other words: they are not alone."

This workshop will be offered again at the June 2004 Building Curriculum Links Conference.

By Eve Kokoga

Lindsay Place High School:

Given the tradition of subject compartmentalization in secondary school, integrating the QEP's cross-curricular underpinnings seems like a daunting task. A team of seven teachers and their vice-principal shared how they designed and implemented three different models of cross-curricular units at their secondary school.

Lindsay Place has a multicultural, socioeconomically diverse population of 1360 students. However, the school's organization fosters a sense of community. Secondary Cycle One is set up as a "school within a school": students have most of their classes and their lockers in one area of the building, and Secondary Cycle One teachers have their own staff room. Whenever possible, teachers have the same group of students for more than one subject.

To tackle the reform, they began small. A team of five staff members read the first few chapters of the QEP, pulled out interesting components, and had animated discussions on what they would need to do at their school. From these roots, change slowly grew.

Professional development was key: all Secondary Cycle One teachers attended several workshops on implementing the reform, cooperative learning, etc. Teachers also took part in a two-day professional development retreat—away from school. Here they delved into the first few chapters of the QEP, engaged in team-building activities, created teacher teams, and began preparing and sharing their units.

Understanding By Design

Among the workshops teachers attended was a session on *Understanding By Design*, a "backward design" model developed by Grant Wiggins and Jay McTighe. Lindsay Place chose to use this model, adapting it to the QEP, to develop their cross-curricular projects.

The method comprises three stages: first, you identify the desired results (goals). This includes understandings (the big idea), knowledge and skills, and essential questions (to permit the transfer of learning). Second, you determine assessment evidence—how you will know the student has achieved the desired results. This includes evidence gathered throughout the unit as well performance tasks at the end.

The third stage is developing the learning plan. Here teachers have to think of activities that assess prior knowledge, hook students into the big idea, provide hands-on and exploration learning experiences, allow for reflection and revision, and exhibit students' understanding (a performance or a product).

At Lindsay Place, three cross-curricular units were created. The first took place over one term, involving four teachers and five subjects: French, English, Science, Geography and MRE. The topic: Pandemics. Students studied the Black Death in the Middle Ages and compared it to AIDS in modern Africa to look at how pandemics can cause social, economic and political dislocation in a society.

Following the *Understanding By Design* model, the teachers created templates specifying the details for each aspect of the unit, i.e. the knowledge, skills and essential questions, the specific tasks and activities in each subject, as well as the strategies, worksheets and tools they would use. They used the QEP as their guide, drawing on its concepts and content.

Keith Morris, an English and Mathematics teacher, noted that within the QEP, many items are marked, "determined by the teacher." He and his colleagues appreciate this aspect of the reform. "We feel it gives us a fair bit of freedom to be creative and to develop units that we have an interest in."

For the final performance task, students had to write a research paper comparing and contrasting the effects of the Black Death in the Middle Ages with AIDS in modern Africa. Each teacher graded the sections pertaining to his or her subject. For example, Julie Pigott, the Mathematics and Science teacher, marked the section on how diseases are transmitted.

Students making connections

Pigott also found the project tied in well with the statistics unit. "For once, we were giving them a context for the problems." Adapting and integrating other elements of the curriculum was more difficult, she admitted, but worth the effort. "You could see the lights going on as students started making connections with what they were doing in other classes."

The second cross-curricular project was on thermal pollution, involving three teachers and three subjects, carried out over three weeks. The third, however, was carried out by a single teacher.

"I realized that certain aspects of my program were going to have to be modified. Not necessarily rewritten, but modified," recalled Melissa Hunter, an English and Social Sciences teacher. She created a unit called Christianity and its Effects on Medieval Europe. Having the same group of students for English and History made it possible to cover both subjects. While Hunter incorporated many of the lessons and activities she was already doing, the difference was noticeable. "Students retained more, they were able to apply what they learned, and they were able to think more critically."

Photo courtesy of Lindsay Place High School

By Eva Kmiotek

Pierre Elliott Trudeau Elementary School:

Because student-led conferencing was a first venture for all of our staff members, I needed to scaffold the teachers to ensure a certain level of comfort," said Marian Lothian, principal. She began with discussions at staff meetings, and gave out professional reading materials. Teachers watched a video that showed what student-led conferencing looks like (a QEP video, available to all schools). They met with teachers who had experience using portfolios and student-led conferencing. Finally, Lothian gave teachers a package of worksheets to use with their students.

Robyn Stronach, a Cycle One teacher, was nervous at first. "I thought, 'What do you mean, the students will be in charge?' It was a big change from what we were used to doing."

Teamwork was key. Teachers got together to decide what would be important for students to show their parents. The school decided to unify its portfolio formats, so that the portfolios remain manageable and comprehensible to the next teacher or school receiving the child. As a cycle, teachers determined what kinds of things would go into the portfolio; children then helped choose which pieces of work to include, within those criteria.

The students wrote invitations to their families. "This made them take responsibility—if you're going to invite your parents, you better have something to say to them!" For two weeks, teachers worked daily with their students to help them plan what pieces of work they would show, and how they would analyze and present them to their family. The students practised and practised.

Parents were also given information on the purpose of the student-led conferencing, as well as some guidelines to follow in order to maintain a constructive climate for their child during the conferencing.

When the day came, teachers circulated as students presented their work to their families. "The greatest sign of success for a teacher is to say, 'The student is now working as if I did not exist.' This was especially true for the student-led conferencing," said Pamela Hyde, an Elementary Cycle Three teacher.

Parent reaction was very positive. "Some of these families had not made any connection to the school whatsoever during the year, yet they came out for this," said Hyde. Many parents later said they finally understood what their child was really doing in school. Teachers also noticed that because the conferencing was done before the report cards were sent out, parents had fewer questions when they received the report cards.

Electronic report cards, supplemental records and IEPs

PETE's has also been experimenting with electronic reporting. Their first electronic report card was a Word document, set up on the school's computer network. The main drawback, however, was that teachers could not work on the report cards from home. So this year, when the school board began looking at creating an electronic reporting mechanism for all its elementary schools, PETE's volunteered to pilot it.

The school is now using a GRICS-based report card, which teachers can access from home through the Internet. Their current challenge is fitting all their anecdotal information into the GRICS template. "In addition to the formal parts of the report card, we have moved heavily into a fairly significant anecdotal part of the report card," Lothian explained. PETE's provides three strands of anecdotal comments: a conceptual overview of what the teacher is teaching in all key subject areas, specifics on how the individual child is performing, and suggestions and strategies for supporting the child in his or her development.

For students with an Individualized Education Plan (IEP), teachers also prepare a "supplemental report." It contains more detailed information on what the student has accomplished, what the student still needs to work on, and what strategies the teacher is using with the child in the classroom. "This is especially important for continuity into the next grade, cycle, or school," the school team noted.

Said Hyde, "Our journey through assessment has been one of two steps forward, one step back." However, she reminded workshop participants that this is not unusual: Babe Ruth hit 714 home runs, but he also struck out 1330 times.

By Denis Watters (translation)

Offer of Service for Catholic Religious and Moral Instruction Teachers

To foster the integration of the new Catholic Religious and Moral Instruction program, this professional development session will focus on the development of learning and evaluation situations. Through hands-on activities, participants will find solutions to the issues they may have encountered. For example: What activities are likely to help students in their quest for meaning? How does one take into account the integrating elements of the QEP? How are competencies evaluated in Catholic and Religious Moral Instruction? Using what tools?

Members of the university and artistic communities will be present to encourage reflection and awareness. Participants will also acquire new knowledge and understanding during the plenary sessions and workshops.

The offer of service is intended for professional development leaders in elementary and secondary schools in the public and private sectors, in both the French-speaking and English-speaking communities. Four two-day sessions are planned: two in spring 2004 and two more during the 2004-2005 school year.

CALENDAR OF SESSIONS FOR SPRING 2004

Regions 01, 02, 03, 04 and 09
April 6-7 and June 9-10
in Québec City

Regions 05, 06.1, 06.2, 06.3, 07 and 08 and the Cree and Kativik school boards
April 1-2 and June 2-3 in Montreal

For more information, please contact your regional office.

Implementation Design Committee (IDC). This working committee is composed of directors of educational services of the English-language school boards, delegates from organizations representing teachers, school administrators, directors general and private schools, and MEQ representatives. Its purpose is to support reform implementation by pooling and sharing practical strategies, tools and resources. Activities and tools include the following:

- Annual IDC Symposium. Held each February, the two-day event allows school teams to share best practices and successful initiatives carried out in the field to implement the reform.
- Town Hall video series, in collaboration with Télé-Québec. This video series (soon to be transferred to CD-ROM and DVD) is intended to help school communities explore issues, in theory and practice, surrounding reform implementation. It aims to spark discussion, to develop an understanding of concepts, and to point to some practical approaches consistent with the philosophy of the reform.
- Support for the Lead Schools network. The IDC organizes one-day professional development events which allow for sharing and networking among lead and pilot schools.
- "Building Curriculum Links," organized in collaboration with HGTF, SAPCO, MAPCO and Portes françaises. Held in June, this annual conference is directed at elementary and secondary teachers of math, science, social studies, French second language and immersion, as well as kindergarten teachers.
- School Reform in Québec web site (www.qesnrecit.qc.ca/reform)

QESN-RECIT: Having evolved from the Québec English Schools Network, the QESN-RÉCIT uses technology to enable its members to work together and share resources. It develops, maintains and supports Web sites on the reform, its implementation and its progress. The QESN-RÉCIT Web site (www.qesnrecit.qc.ca) serves as a portal for a wealth of resource materials, tools and references in all subject areas, as well as strategies for teaching, learning and evaluation (project-based learning, portfolios, etc.).

Teams of local RÉCIT animators and members of the QESN-RÉCIT resource team have also designed the **QESN-RECIT workshop series.** At the moment, there are two workshops: *QEP and ICT: Making the Connection through Project-Based Learning*, and *Video Visions*, which explains how to hook students into the curriculum through student-created video. These workshops are presented at conferences (QPAT, IDC, Building Curriculum Links), and are offered on-site at English school boards and associations under certain conditions.

Within the MEQ itself, the **Services à la communauté anglophone (SCA)** has a mandate to stimulate and support growth of the English-speaking educational sector. It is made up of the **Direction des politiques et des projets (DPP)** and the **Direction de la production en langue anglaise (DPLA)**.

The **Direction des politiques et des projets (DPP)** promotes orientations for the professional development of teachers and the sharing of resources and information related to reform implementation through a variety of activities. These include the following:

- Development and implementation of provincial workshops on the evaluation of learning. Staff members also provide models for leading workshops and serve as resources to school boards and associations.
- Educational partnerships with organizations such as the Quebec Provincial Association of Teachers (QPAT) and McGill's Centre of Education Leadership, which offers seminars on topics related to the reform.
- Direct support of the History and Geography Task Force (HGTF), the Math Action Plan Committee (MAPCO), the Science Action Plan Committee (SAPCO) and Portes françaises (French second language). In addition to developing content and materials, these task forces offer professional development for teachers.
- Support for the Centres of Excellence in special education.
- Support to the Guidance-Oriented Approach to Learning (GOAL) network, through the publication of guides and information documents, presentations and other resources.
- Support for professional development and innovation initiatives in cooperative implementation, through the Pedagogical Development and Innovation Grants (PDIG) program.

The **Direction de la production en langue anglaise (DPLA)** is responsible for the translation and adaptation of materials developed in French, and the linguistic revision of materials developed in English. Every year, the DPLA translates and/or revises or adapts over a thousand documents. The DPLA translated and revised the preschool, elementary and secondary Cycle One versions of the Québec Education Program, as well as many support documents and materials used in professional development sessions related to these programs. As per the DPLA's policy, the translations of the subject areas in the QEP were submitted for terminological validation to educational specialists in the field. The DPLA also translates evaluation documents and proofreads the English versions of documents slated for publication. Of course, the DPLA is closely involved in the production of *Schoolscopes* five times a year.

Gérard Guimont, Director, Direction des programmes

By Gérard Guimont (translation)

Secondary Program V

We would like to introduce you to the people who are working on the Québec Education Program for Secondary Cycle Two and who recently came together for the first work session of the writing committees.

Under the direction of Gérard Guimont, from the Direction des programmes, each subject coordinator teams up with an evaluation coordinator in that subject and a few other people to design and write their program of study. These people are all specialists who work in schools—practitioners in touch with the day-to-day reality of the classroom. The person in charge of cross-curricular learning works this way as well to prepare the first chapters of the program. The evaluation coordinator makes sure that each program of study integrates evaluation into the learning process.

In addition, each writing team consults a larger team composed of teachers from various regions across Québec, in order to take into account the specific realities of their communities and the needs and abilities of all students.

Another committee provides support and guidance to the writing teams and ensures coherence and consistency throughout the document as a whole.

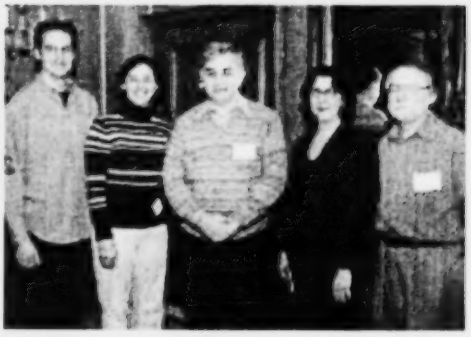
Français, langue d'enseignement
Jacqueline Charbonneau, Linda Drouin (evaluation), Lise Ouellet (coordinator), Luc De Gagné, Louise Huard

Français, langue seconde, Third-language learning and Intégration linguistique, scolaire et sociale
Gina Persechino (FLF), Suzanne Belzil (coordinator), Marie-Ève Claude (FLF)
Absent: Lise Devey (FLF), Danielle Vaillancourt (L3), Judith Gagné (ILFS), Pavel De Liamchin (evaluation FLS)

English as a Second Language
Lisa Storozuk (evaluation), Cathy MacDonald, Elizabeth Johnston (coordinator), Carol-Ann Mafkrey, Jill Brook, Carmen Bowles
Absent: Margaret-Ann Colgan

Arts Education
François Fréchette, Sylvie Delisle, Nicole Turcotte, Carole Marceau, Georges Bouchard (coordinator), Carole Bellavance, Lorraine Desmarais, Lise Robitaille, Christian Rousseau (evaluation), Francine Gagnon-Bourget, Danielle Perras

Science and Technology
Sylvie Barma, Diane Rochon (coordinator), Danielle Bracke, Benoit Maranda
Absent: Normand Dufour (evaluation)



Mathematics
Benoît Brosseau, Annie Gélinas, Mirhan Djiknavorian (coordinator), Sylvie Dufresne, Denis de Champlain
Absent: Normand Dufour (evaluation)

Geography, History and Citizenship Education
Marie-Noëlle Soumeillant, Danielle Dumas, Pierre Barbe (evaluation), Marius Langlois (coordinator), Lise Quirion, Micheline Desjardins
Absent: Claude Larochelle

Physical Education and Health
Yvon Lachance, Blozaire Paul (evaluation), Pascale Porlier (coordinator), Robert Goyette, Claude Robillard

Personal Development
Halette Djandji, Blozaire Paul, Steve Gaudreault, Claudette St-Cyr, Denis Watters

English Language Arts
Back: Abigail Anderson (coordinator), Aileen Collins, Michele Luchs
Front: Janet Radoman, Mary Sauve
Absent: Anne Doucet (evaluation), Jessica Hand

Photo: James Goodman

Cross-Curricular Learning Coordinator
Nicole Gagnon

Writing Support Coordinator
Michel Carbonneau and Louise Bussières

By Françoise Souvé (translation)

Developing the QEP for Secondary Cycle Two

The meeting brought together about one hundred people from a variety of backgrounds: evaluation and program coordinators, school personnel, members of the writing support committee, representatives from the Direction de l'adaptation scolaire et des services complémentaires (special education and complementary educational services) as well as the Direction de la formation des adultes (adult education). For two days, they shared their ideas and vision in order to design a Secondary Cycle Two program that will enable young people to find their place in society.

"We must emphasize that in this cycle orientation and diversification are key issues," said Margaret Rioux-Dolan, director of the Direction générale de la formation des jeunes (DGFJ). This cycle is characterized by greater diversification, in terms of both academic paths and student learning.

"Most young people at this level are trying to figure out who they are and what they want to do in life. Some already have definite plans and goals, while others are still undecided," she continued. "Our job is to create programs that will enable all young people to choose a path that is right for them, to continue their learning and to fulfil their dreams."

Points for reflection

Before holding this important meeting, a process of reflection was initiated, beginning at the annual meeting of the DGFJ. "We examined the issues surrounding the development of the Secondary Cycle Two program," explained Gérard Guimont, the program director. "We also formulated some working hypotheses."

Three major issues were examined:

- How to better differentiate learning for students with different learning styles and areas of interest
- How to promote the integration of learning in a competency-based program
- How to describe learning progress in a competency-based program and report it in the end-of-cycle report

These three questions were at the heart of the discussions within the core program development committees. Participants listened to presentations on these topics before dividing up into smaller groups to examine them in more depth. Here are some of the issues that were raised during the workshops:

- How do you design a program that will facilitate reporting on student learning?
- Can a program be designed according to student needs and learning styles (differentiation)?
- How can the QEP foster a better integration of the cross-curricular competencies, the subject-specific competencies and the broad areas of learning?

These issues will be at the heart of the committees' concerns as they enter the writing phase. These artisans of the QEP will also have to keep up with other work in progress, such as work on evaluation and the Basic School Regulation. Comprehension and integration of these elements will be essential for writing the program, while consistency will be a factor in helping all students achieve success.

Following this meeting, participants had a clearer picture of the challenges they must address to complete the writing of the QEP for secondary school.

Orientations for developing the QEP for Secondary Cycle Two

The program should:

- respond to the mission of Québec schools: to provide instruction, to socialize and to provide qualifications
- be in continuity with the QEP for elementary education and for Secondary Cycle One
- maintain consistency with the current design of the QEP (educational aims, role of the student, competency-based approach, cross-curricular competencies, broad areas of learning, conception of evaluation, differentiation practices and guidance, etc.)
- foster the integration of learning
- describe how learning progresses each year

The program should also:

- allow for diversified paths to success as well as some permeability between these paths
- foster interdisciplinarity
- contain indications that make the integration of subject-specific and cross-curricular competencies explicit
- support students' educational and vocational orientation
- encourage guidance and support of the whole student

By Jean-François Giguère (translation)

Pilot Schools

From Havre-Saint-Pierre to Gatineau, the selection includes French-speaking and English-speaking schools, both public and private. Of course, these schools don't hold the monopoly on implementing the QEP, since teachers in other schools have also begun developing student competencies. What's special about these fifteen schools is that the MEQ is following their progress very closely, using research tools.

Research goals

Research in the pilot schools is centred primarily on school organization and the professional development of staff. The ultimate goal of this operation is to provide all schools in the education community with information on the conditions that facilitate application of the QEP. The research also looks at whether the new curriculum is motivating for students, whether it makes them want to become actively involved in their learning. The contribution of complementary educational services is also being observed. What kind of results can we expect from this research? We might be able to determine, for example, whether application of the reform is achieved more successfully in schools that create meeting time for their teachers. This is something most people believe: the experience of the pilot schools will either confirm or refute this intuition.

Data collection

In order to obtain meaningful answers to questions on school organization, professional development of staff and student motivation, data is being gathered from the primary people concerned: students, teachers and principals. More than 2000 students have already filled out a questionnaire, giving their opinion on what goes on in the classroom and their level of motivation. In the same way, 200 Secondary I teachers have given their views on school organization and professional development they have received. School administrators have also been asked to fill out a questionnaire. These students, teachers and administrators will fill out the same questionnaire again several times over the next three years. In this way, researchers will be able to determine the progress made.

Complex learning situations

Teachers applying the QEP have agreed to give the MEQ, in January and in May, a description of one learning situation and its corresponding evaluation activities carried out with their students, as well as three pieces of student work (e.g. a text, a piece of music, a historical analysis, the resolution of an ethical problem). As a follow-up to this work, which requires writing out the learning situations, teachers will receive what they usually give to students: feedback designed in the spirit of supporting learning.

The task required of pilot schools can be described in another way, using an image suggested by one of the research directors: like a snowplow on Highway 20 the night of a blizzard, the pilot schools clear the way. Their experience will be useful to all schools, but will not save any one school from having to make its own way. Already, in the pilot schools, educators have seen that there is a big difference between understanding the QEP and applying it. We invite you to visit the MEQ Website, to engage in discussions with members of your cycle team, and to begin experimenting with the new curriculum in your classroom, so that you are ready to apply it in September 2005.

www.meq.gouv.qc.ca/lancement/prog_formation_sec1ercycle/index.htm

By Kok Ving Chantha (translation)

Lead Schools

Lead secondary schools are those whose teams have volunteered to experiment with aspects of the Québec Education Program for Secondary Cycle One in 2003-2004. This commitment is backed by a resolution passed by the school's governing board. There are no mandatory curriculum components for this experimentation: schools may work on one or several subjects, basic principles of the reform, school organization and work methods, teaching approaches, the evaluation of learning, etc.

School boards are responsible for assisting and providing guidance to their lead schools. Although lead schools are not monitored and supported by the MEQ in the same way as the pilot schools, school boards and the regional offices of the MEQ have set up supporting mechanisms, helping school boards and lead schools to network and proposing tools and activities to assist educators in their experimentation. In the English sector, lead and pilot schools are also supported by the Implementation Design Committee (IDC).

In fact, this type of support provided to lead schools has been the subject of reports to the Table on piloting the implementation of the reform in secondary school, which is composed of representatives from schools and the MEQ.

Most school boards have designated at least one school to experiment with the new curriculum at the secondary level. Others have not designated any schools, opting for other experimentation models. Several private institutions have also volunteered to experiment with aspects of the reform in secondary school.

List of Secondary Lead and Pilot Schools, 2003-2004

SCHOOL BOARDS	LEAD SCHOOLS
ENGLISH-LANGUAGE SCHOOL BOARDS	
Central Québec	Riverside Regional School
du Littoral	Mecatina School
Eastern Shores	Escuminac Intermediate School
Eastern Townships	Alexander Galt High School
English-Montréal	Laurenhill Academy
Lester-B.Pearson	Lindsay Place High School
New Frontiers	Châteauguay Valley Regional High School
Riverside	Centennial Regional High School
Western Québec	Pontiac High School
PRIVATE SCHOOLS	
Québec region	Collège Champigny
	Collège Jésus-Marie de Sillery
	Séminaire des Pères Maristes
	Séminaire de Chicoutimi
	Séminaire Saint-François
De la Mauricie region	École secondaire Mont-Bénilde
De l'Estrie region	Séminaire Salésien
	Collège Mont Notre-Dame de Sherbrooke
Montérégie region	Collège Charles-Lemoyne
Laval, Laurentian and Lanaudière region	Académie Lafontaine
Montréal region	Collège Sainte-Anne-de-Lachine
	Collège de Montréal
	Association of Jewish Day Schools:
	Bialik High School
	Québec Association of Independent Schools:
	St. Georges (Montréal)

SCHOOL BOARDS	LEAD SCHOOLS

Direction régionale 01 - DU BAS-SAINT-LAURENT ET DE LA GASPÉSIE–ÎLES-DE-LA-MADELEINE

Telephone: (418) 727-3600 — Fax: (418) 727-3557

des Monts-et-Marées	Polyvalente de Sayabec
des Phares	École Sainte-Luce
du Fleuve-et-des-Lacs	École Sainte-Marie
de Kamouraska–Rivière-du-Loup	École polyvalente de La Pocatière
des Chic-Chocs	École l'Escabelle
	École Antoine-Roy
	Polyvalente C.-E.-Pouliot
	École Aux Quatre-Vents
	École Le Bois-Vivant

Direction régionale 02 - DU SAGUENAY–LAC-SAINT-JEAN

Telephone: (418) 695-7982 — Fax: (418) 695-7990

du-Pays-des-Bleuets	Polyvalente des Quatre-Vents
du Lac-Saint-Jean	École secondaire Camille-Lavoie
des Rives-du-Saguenay	École secondaire Dominique-Racine/Lafontaine
De La Jonquière	École secondaire Bon-Pasteur

Direction régionale 03 - DE LA CAPITALE-NATIONALE ET DE LA CHAUDIÈRE-APPALACHES

Telephone: (418) 643-7934 — Fax: (418) 643-0972

The school boards in these two regions have designed a special project for reform implementation in secondary school in collaboration with their regional office. Therefore, they do not have any lead schools.

Direction régionale 04 – DE LA MAURICIE ET DU CENTRE-DU-QUÉBEC

Telephone: (819) 371-6711 — Fax: (819) 371-6075

du Chemin-du-Roy	Académie les Estacades
de l'Énergie	École secondaire Val-Mauricie
de la Riveraine	École secondaire Les Seigneuries
des Bois-Francs	École secondaire Monique-Proulx
des Chênes	École Jean-Raimbault

Direction régionale 05 - DE L'ESTRIE

Telephone: (819) 820-3382 — Fax: (819) 820-3947

des Hauts-Cantons	École secondaire La Frontalière
de la Région-de-Sherbrooke	École secondaire du Triolet
des Sommets	École secondaire de la Ruche

Direction régionale 06.1 - DE LAVAL, DES LAURENTIDES ET DE LANAUDIÈRE

Telephone: (450) 430-3611 — Fax: (450) 430-4005

de Laval	École Saint-Martin
	École Georges-Vanier
	École Saint-Jean
	Complexe scolaire Leblanc
	École l'Odyssée des jeunes
	École Poly-Jeunesse
	École Marie-Curie
	Centre d'accueil Cartier
	École d'éducation internationale
de la Rivière-du-Nord	École secondaire Cap-Jeunesse
des Laurentides	École polyvalente des Monts
Pierre-Neveu	École polyvalente Saint-Joseph
de la Seigneurie-des-Milles-Îles	

SCHOOL BOARDS	LEAD SCHOOLS

Direction régionale 06.2 - DE LA MONTÉRÉGIE

Telephone: (450) 928-7438 — Fax: (450) 928-7451

de Sorel-Tracy	École secondaire Fernand-Lefebvre
	École secondaire Bernard-Gariepy
de Saint-Hyacinthe	École Casavant
des Hautes-Rivières	Polyvalente Chanoine-Armand-Racicot
	École Dr-Alexis-Bouthilier
	École Félix-Gabriel-Marchand
	Polyvalente Marcel-Landry
	École Marguerite-Bourgeoys
	École Mgr-Euclide-Théberge
	École Paul-Germain-Ostiguy
Marie-Victorin	École secondaire André-Laurendeau
des Patriotes	École secondaire de Chambly
du Val-des-Cerfs	École secondaire Wilfrid-Léger
des Grandes-Seigneuries	École des Timoniers
de la Vallée-des-Tisserands	École Sainte-Martine
des Trois-Lacs	École secondaire du Chêne-Bleu

Direction régionale 06.3 - DE MONTRÉAL

Telephone: (514) 873-4630 — Fax: (514) 873-0620

de la Pointe-de-l'Île	École secondaire Anjou
de Montréal	École Louis-Joseph-Papineau
	École Georges-Vanier
Marguerite-Bourgeoys	École secondaire Saint-Laurent

Direction régionale 07 - DE L'OUTAOUAIS

Telephone: (819) 772-3382 — Fax: (819) 772-3955

des Portages-de-l'Outaouais	École secondaire Grande-Rivière
au Cœur-des-Vallées	École Notre-Dame-de-la-Garde
des Hauts-Bois-de-l'Outaouais	Cité étudiante de la Haute-Gatineau

Direction régionale 08 - DE L'ABITIBI-TÉMISCAMINGUE ET DU NORD-DU-QUÉBEC

Telephone: (819) 763-3001 — Fax: (819) 763-3017

du Lac-Témiscamingue	École secondaire Marcel-Raymond
de Rouyn-Noranda	École secondaire d'Iberville
Harricana	École secondaire La Calypso
de l'Or-et-des-Bois	École secondaire Le Tremplin
du Lac-Abitibi	Pavillon Blanchet de l'école Abana
de la Baie-James	École secondaire La Taiga

Direction régionale 09 - DE LA CÔTE-NORD

Telephone: (418) 295-4400 — Fax: (418) 295-4467 / Sept-Îles : Telephone: (418) 964-8420 — Fax: (418) 964-8504

de l'Estuaire	École Notre-Dame-du-Sacré-Coeur
du Fer	École secondaire Jean-du-Nord
du Littoral	École Mgr Scheffer
de la Moyenne-Côte-Nord	

We invite you to read the report of the Conseil supérieur de l'éducation entitled,
Taking Ownership of the Reform The Challenge for Secondary Schools. (www.cse.gouv.qc.ca/pdfs/aba-refo.pdf)

A strategy and resources developed with the education community

In 2002-2003, the Ministère de l'Éducation, in collaboration with its partners, represented by the Groupe de concertation en adaptation scolaire (GCAS), set up the ministerial strategy *Opening All the Doors to Success.*

This strategy was developed to encourage the various school partners to reflect on the types of intervention and services to implement in order to foster the success of all students—especially those who encounter difficulties at some point during their schooling. One important element of this strategy has been to publish a number of resource documents to help educators reflect on their current practices.

Brief presentation of each resource

The Reform and Its Components: Preschool, Elementary and Secondary Education
This document is a diagram of the major components of the reform. It shows that all the actions proposed in the various reference and support resources are driven by a few basic, student-centred ideas. The document comes with a PowerPoint presentation.

Learning Difficulties in School: Reference Framework for Intervention
This document provides schools with a new way of seeing and approaching learning difficulties. A guidebook suggests activities for presenting the reference framework to educators.

Grade Repetition: Myths, Beliefs and Alternatives
Reflection workshop on grade repetition
This workshop contains activities for school-team members who wish to explore the issue of grade repetition. It is meant to serve as a guide in exploring the various support measures that can be used to help students with difficulties.

Organization of Services for At-Risk Students in Secondary Cycle One: Reflection and orientations in the context of the reform
This workshop is intended for administrators as well as other school or cycle team members. A series of steps is proposed for analyzing the current situation in terms of services offered to at-risk students and for reflecting on alternative ways of organizing services to ensure that they are adapted to the needs of secondary students in difficulty. This document comes with a PowerPoint presentation.

Reflection Workshop on Management Practices
The purpose of this workshop is to help managers find practices that are adapted to the new reform, that foster greater prevention, and that promote the adaptation of services to students' individual needs.

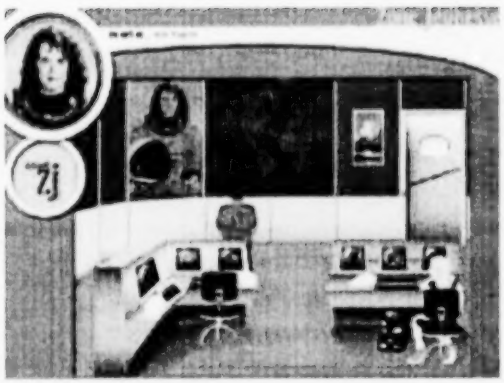
Two Perceptions of the Education System
This table illustrates two ways of looking at the education system in Québec: one is centred on the categorization and selection of students, while the other focuses on the progression of learning.

***Recension des écrits sur le concept d'élève à risque et sur les interventions éducatives efficaces* (in French only)**
This document defines the concept of at-risk students by examining the different views expressed in scientific literature. It also provides a directory of current research on the most promising interventions for at-risk students.

All these documents are provided to school boards through their regional office; they are also posted on the MEQ Web site at <www.meq.gouv.qc.ca/dassc>, under the heading "Adaptation scolaire."

By Pascale Sauvé (translation)

In June 2003, Julie Payette appeared on screens in schools across Québec, challenging students to write about a mission into space. Her surprise appearance kicked off the Elementary Cycle Three ministerial examination for French, language of instruction. Recently, between her training sessions and her duties as radio operator at NASA's Mission Control Center, the renowned astronaut discussed her latest voyage: being transported by the magic of the students' work.



he texts are very good and the writing is interesting," said Payette. "The students are very imaginative." These young authors have created fantastic and incredible adventures, from meeting Martians on Saturn's rings to engaging in daring spaceship manoeuvres to avoid collisions with asteroids or being sucked into a black hole. Science fiction fans will love it! Some elements, however, did make Payette smile. "For example, some took two hours or four days to go to Mars. If we look at the missions that just took place on the red planet, it took them four months to get there—and Mars is closer to Earth now than it has been in 60,000 years!"

Payette greatly enjoyed participating in the *Défi de Julie* activity. "It means a lot to me," she said. "For young people and adults alike, I'm working at the frontiers of the known world. It's absolutely thrilling! This platform is used to encourage young people to study, to develop their curiosity, to ask questions, to broaden their knowledge and to improve their skills. Because we fundamentally believe that with a bit of effort and willpower, you can go very far, not necessarily in space, but elsewhere and in any field. But you have to commit yourself to it. A writing project with a scientific component combines two objectives perfectly: understanding the world and increasing one's knowledge and skills."

The astronaut is currently at NASA's Mission Control Center in Houston, where she continues her training to "stay in shape" while awaiting her next mission. She works as a Capsule Communicator, communicating with astronauts currently in space, including two astronauts on the International Space Station. Each day, Julie Payette proves that it is possible to realize one's dreams!

Curious? You can read some of the students' space adventures and log books on the Internet.
‹www.educ.csmv.qc.ca/Recit_langues/zj/defi/›

Secondary V French examination (written) from June 2003

A collection of texts entitled *La mondialisation, vue par des élèves québécois* is currently being sent to all secondary schools. The document contains a selection of texts that can be used as learning models for students and teachers alike. These texts were written by Secondary V students for the French, language of instruction, uniform examination in June 2003 on the theme of globalization.

In total, more than 54 700 Secondary V students from public and private schools across Québec wrote this exam in June 2003. Of this number, 9 180 received an "A" for the correction criteria overall. Of these, 109 obtained the maximum mark for all criteria. For the final edition of this collection, a jury selected about thirty texts presenting different points of view. All students whose texts were chosen received a letter of congratulations from the Minister of Education.

You can find this collection of texts online at
‹www.meq.gouv.qc.ca›.

By Pascale Sauvé (translation)

Evaluation and the QEP

This winter, a team made up of representatives from the Ministère de l'Éducation and from schools is visiting regions across Québec to offer professional development in evaluation, as it did last year. These sessions give resource persons in the school boards the opportunity to gain a better understanding of evaluation.

"We designed these workshops in response to a need expressed several times, particularly by participants in the provincial training sessions for resource persons," explained Christian Rousseau, workshop leader with the Direction de l'évaluation.

An initial two-day professional development session was therefore prepared last year. Workshop leaders went to each region in Québec to meet with the resource persons and present the *Framework for the Evaluation of Learning* as well as the competency levels. The workshops were so successful that a follow-up to last year's sessions is offered again this year to consolidate some of the concepts covered in the first session and to continue the reflection process. Joanne Munn, who coordinates the project at the Direction de l'évaluation, put the program together. Activities cover such topics as exploring learning and evaluation situations, using evaluation as a support for learning, recognizing competencies, communicating results, providing good written feedback, and integrating cross-curricular competencies.

"We discuss theoretical concepts, and we explore practical aspects, such as how to put together a portfolio or an end-of-cycle report, using concrete examples," said the workshop leader. As well, each participant receives a thick binder containing a wealth of reference material, examples of learning and evaluation situations, and collections of student work. "In these sessions, we lead the workshops and provide material that participants can then use as is or adapt to their needs," said Rousseau. A complete kit will soon be sent to each school board, in paper and electronic form, so that everyone can have access to these materials.

"People appreciate this kind of support," noted Rousseau. "More and more teachers are experimenting with these concepts and developing different models in their schools. There is always room for improvement."

Laurent Trudel and Anne Doucet will be giving a session in English on April 28-29 in Montreal.

Anne Doucet (left) and Laurent Trudel (right) will be giving a session in English on April 28-29 in Montreal.

By Pierre Barbe (translation)

Continuity and Change in the History Examination

Continuity and change are two concepts that students learn about in the History of Québec and Canada course. As of June 2004, these concepts will be put into practice in the History of Québec and Canada uniform examination. Continuity will be expressed through multiple-choice and short-answer questions, as seen in previous years, whereas change will be introduced through an essay question. By analyzing a series of historical documents, students will demonstrate their ability to synthesize information and establish relevant connections between the elements of a historical phenomenon.

The essay question reflects the goal to develop students' historical thinking skills, by having them further develop their reasoning and conceptualization skills. In short, the Québec and Canada history exam is a living example of change in continuity.

Characteristics of the essay question are presented in the information document on the History of Québec and Canada uniform examination, available on the Web site of the MEQ. This document (available in both French and English) contains a detailed explanation of how the essay question will be evaluated and what instructional adjustments are required in order to prepare students for this type of question.

http://www.meq.gouv.qc.ca/dgfj/de/docinfosec.htm

Subject-Specific Training

These sessions are intended to help participants understand the structure of the Québec Education Program, understand competency-based learning, understand the characteristics of learning and evaluation situations, apply these characteristics in planning situations and understand the characteristics of the evaluation process within a competency-based approach and in relation to the *Policy on the Evaluation of Learning*.

For more information on workshop content, target audiences, resource persons, locations and dates, visit the following Web site.
‹www.meq.gouv.qc.ca/virage›

Conference on complementary educational services

Complementary educational services: Renewed practices at the heart of the reform
May 18-19, 2004
Hôtel des Seigneurs, St-Hyacinthe

For more information, visit
‹www.meq.gouv.qc.ca›

SCHOOLSCAPES SURVEY

Some of you have received a questionnaire. Please take a few minutes to read it and respond as soon as possible.
Thank you!

By Francine Payette (translation)

EQUAL OPPORTUNITIES FOR ALL

Despite their distance from urban centres, each week, about ten students at Ulliniaq school of the Kativik School Board are learning how to play the violin—thanks to video-conferencing. In the classroom, the students stand in front of a large screen, a camera and microphones; up in space, a satellite relays a high-speed signal to this small school on the shores of Ungava Bay, in northern Québec.

Photo: Alain Roberge

One thousand kilometres to the south, at a school in Buckingham village, a violin teacher sees the young students from Ulliniaq appear on a large screen. After the usual greetings, she listens to them play a piece of music. She then makes comments and suggestions, and listens to them play once again, intervening when necessary. Once they have polished their pieces, these students will use the same technology to give a concert to their families and friends in the community, who are often scattered across the vast northern territory.

The project, known as *Réseau musical*, is being piloted on a large scale, from Finland to Australia, from Russia to Alberta. In Québec, more than a dozen school boards are involved in this music network as a way of countering several problems, such as the uneven number of students enrolled in music programs and the lack of specialists. As well, through this network, teachers in outlying regions can continue to develop their competencies by working with other professionals living elsewhere in the world.

In Kangiqsualujjuaq, Nunavik, several classes in the Kativik School Board are connected to the network in order to communicate with teachers in other regions and exchange points of view on culture and musical techniques. High-speed Internet service is therefore bringing together teachers and students around the world.

In this case, technology not only enables users to transcend spatial and temporal boundaries, but it gives these young people equal access to learning opportunities.

SCHOOLSCAPES
WORKING TOGETHER TO INSTRUCT, SOCIALIZE AND PROVIDE QUALIFICATIONS

Schoolscapes is under the responsibility of the Secteur de l'éducation préscolaire, de l'enseignement primaire et secondaire

Robert Bisaillon, Assistant Deputy Minister for preschool, elementary and secondary education
Margaret Rioux-Dolan, Director, Direction générale de la formation des jeunes

In conjunction with the Services à la communauté anglophone

Noel Burke, Assistant Deputy Minister
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